

**DPHS
DANCE MAGNET
2017-2018
HANDBOOK**



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Handbook Table of Contents

Syllabus Levels 2-4	p. 3-4
Contract Levels 2-4	p. 5
Dance Calendar	p. 6-7
Dance Calendar by Events	p. 8-11
Class & Company Leveling	p. 12
Dance Student Policy	p. 13
Dancewear Requirements	p. 14
Uniform/Attire Expectations	p.15
Dance Etiquette	p. 16
Dance Code of Ethics	p. 17
Dance Magnet Survival Guide	p. 18
How to Survive a Concert	p. 19
Dance Rubric	p. 20-21
Why Worry About Body Comp?	p. 22
What is Body Comp?	p. 23
Nutrition Ideas	p. 24
Fair Share	p. 25
Financial Obligations	p. 26
President Letters	p. 27-28
NHSDA FAQ	p. 29
Additional Options	p. 30
Dance Officers	p. 31
Encore Ensemble	p. 32
Dancer & Parent Lingo Terms	p. 33-34
Educational Truths	p. 35-36

Dance Study Guide Materials:

Dance Study Guide	p. 37-44
Data/Measurement Form	p. 45

*****Papers To Be Signed & Returned:**

Participation Form	p. 47
Personal Information Form	p. 49
Consent, Waiver, Release	p. 51
Syllabus/Contract Signature Form	p. 53
Emergency Form	p. 55
Insurance Option	p. 57

Dr. Phillips High School
VPA Dance Magnet - Level 2, 3 & 4 Syllabus 2017-2018

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I. COURSE DESCRIPTION

Ballet 1, 2, 3, 4H #0300340, 0300350, 0300360, 0300370- To provide the Beginning/Intermediate/Advanced dancer with a classical study of ballet dance styles, terminology, proper alignment, anatomy, pedagogy, musicality, expression, aesthetic and history with a technical emphasis.

Dance Repertory 1, 2, 3H, 4H #0300400, 0300410, 0300420, 0300430- To provide the talented dancer with further training, knowledge and application in various dance styles with strong emphasis in modern dance technique. Areas of study draw from improvisation, composition, partnering, choreography, historical/cultural influences and health awareness with a performance emphasis.

II. COURSE STANDARDS

Curriculum based from the seven National Dance Content Standards and the Next Generation Sunshine State Standards.

III. MATERIALS - DAILY

1. Flash Drive Daily & DPHS Laptop ‘BFF’
2. Personal Band-Aids and Sewing Kit
3. Dance Attire/Hair Supplies-as stated in Dance Student Policy
4. Music if specified by teacher

IV. STUDENT EXPECTATIONS

1. **Follow the VPA Dance Contract, Syllabus and Policy.**
2. Be in class prepared and eager to learn. **(Do not give blood prior to class).**
3. **Professionalism** during class, rehearsals, field trips and performances with adults and peers.
4. Turn work to **Canvas** on time. **There will be a 2-day window for any assignment;** each day late will be a drop of a letter grade. **Contact the instructor if there is a special problem.**
5. Communicate with the instructor as needed. **Non-communication will result in loss of grade.**
6. Maintain a 2.5 GPA & A/B in Dance classes to remain in VPA Magnet. You must have a current A or B and 2.5 GPA to perform. **A “C” or below, or GPA under 2.5 will result in a dancer becoming tech crew for the following quarter.** *If a student is dismissed from VPA: They will no longer participate in any DANCE MAGNET activity.
7. **Attend/Tech/Perform in all DPHS dance events. Dancers must be in school for half of the day (4 periods) before any performances.** Attendance on Friday counts for weekend performances. WW 12/2/17; 3 in Motion 1/26/18; Elements 3/31/18; Showcase 4/27/18.
8. **Missed rehearsals the week before or during performance week may result in removal from the concert/piece with a grade penalty.**
9. Participate in Dance Fundraisers: Lehrer 9/23/17; COD 1/12-13/18; Chipotle’ & more.

V. TEACHER EXPECTATIONS

1. Continual education that provides the best and safest training possible.
2. Create a learning environment to meet the needs of all students.

VI. MAKE-UP WORK

Students are responsible to go to **Canvas to find out what was missed** and make up work assigned during absences. **This includes missed choreography!** The student may have the number of days absent plus one to complete any missed assignments. All students are expected to make-up participation grade by participating in a :30 minute dance/movement activity and writing a 1 page typed paper on activity to be given to KF upon your return. **Make-up grade will be given based on content and quality of paper & will be no more than 75% of the daily grade.**

****SPECIAL ASSIGNMENTS/PROJECTS are the property of DPHS & will be turned in to **Canvas**!!!!**

VII. EXTRA HELP and PARENT CONTACT

As needed, contact the instructor by email at katherine.follensbee@ocps.net

VIII. ASSESSMENT PRACTICES

Assessment will be made through class performance, class assignments, written tests, professionalism, student projects, performance tests and portfolio assessment (a record keeping through documentation of projects and video). ****There will be a Common Final Assessment (CFE) in 2 parts – performance tasks and written test= 20% of overall grade.**

IX. GRADES

40%=Daily Participation: 1-attire, 1-professionalism/etiquette, 1-focus, 1-quality/growth = 4/day; 20/week

20%=Assignments: Canvas, paperwork, forms

20%=Performance/Testing/Assessments: Class performance testing in all styles: ballet, modern, jazz;

Concerts, Self-assessments, quizzes, projects

20%=Magnet Dance Contract via Canvas submission

***Note that all Each category has its own weight.**

^All assignments/forms/submissions have a 2-day window:

on/before due date starts at 100%; 1 day late Starts at 90%; 2 days late starts at 80%

A=90-100

B= 80-89

C= 70-79

D= 60-69

F= 59&Below ***See Rubric for Dance

X. TENTATIVE WEEKLY SCHEDULE

M- Ballet

T- Modern

W- Dance Related Studies

Th- Ballet

F- Jazz

Week 1	Organizational Procedures	20	Begin Q3 / LINES
2	Intro. Ballet/Modern Technique- Topic: Health	21	Technique classes - Topic: Audition Skills
3	...continued/Terms, History etc.	22	...continued / FDPA
4	...continued	23	...continued w/ Elements Choreography
5	...continued	24	...continued / Magnet Audition
6	Lehrer residency	25	Etudes technique
7	...continued- Topic: Jazz Technique	26	Etudes technique continued /Regionals
8	...continued	27	Concert Prep
9	Performance Testing/Contract/Critique	28	Somatic work w/ Etudes –end Q3
10	<u>Final Week- 1st Quarter- Student Teaching</u>	29	Begin Q4 – Concert Week Elements
11	Begin Q2/ WW Choreography	30	CFE Performance Test!!!!
12	Ballet/Modern cont.	31	Sm.gr. work/collaborative technology prjct
13	...continued- Expose	32	...continued
14	...continued Topic: Comp/Improv/Weight	33	...continued
15	W Wonderland Concert Prep	34	...continued
16	Concert W Wonderland	35	Concert Week Showcase
17	Etudes / Intro Solo projects / Contracts	36	Student teach
18	Student Teach / Residency	37	CFE written tests
19	<u>COD performance</u>	38	Final Week

**DR. PHILLIPS VPA DANCE MAGNET CONTRACT
LEVEL 2, 3 & 4**

FOR GRADE: This is a double spaced self-reflection to be submitted on Canvas by 11:59 PM on the due date with specific details summarizing the following (any attachments to this CONTRACT must be double spaced):

1. **Healthy Body:** (30) Dancers are expected to learn proper care and maintenance for a **healthy** body by working to reach a safe body fat percentage, using good nutritional habits, and learning injury prevention and treatment. Body comp will be taken each 9 weeks. Each quarter will have unique writing, results and reflections as an attachment.
 - Compare data testing results each quarter (5)
 - Data analysis/what does it mean? (5)
 - Reflect on effectiveness of your approach to past goals. (5)
 - Create two new goals (with 2 ways to meet each of those goals): (5)
One must be a health component; the other can be another health component or nutrition/wellness goal.(5) **Unsafe habits may result in suspension of performance privileges.**
 - Attachment of the DATA sheet. (5) ***Each Quarter must show the previous Q's data.**
2. **Canvas:** (10) Students will summarize and reflect on all educational dance-related articles, videos, etc. each quarter. Reflections should be **personal**: what you learned as a dancer and how this affects your dance career and you as an artist. Reflections should be a minimum of 2 paragraphs in length, and should adequately show an understanding of the material as well as portray your opinion of the subject matter.
 - List quarter assignments by bullets on cover page.
3. **Additional Dance-Related Learning Experiences (1-page paper for EACH):** (10) Students are required to take part in **at least 1** dance-related field trip, master class, audition, community performance, or community service throughout the contract quarter for credit. **(Please note that regular class time will not count.) A full one-page paper, 12 font, and double spaced must be submitted. Other options must be approved in advance. *Bonus points for extra (1-page) additional papers.**
 - List activity by bullet(s) on cover page
4. **DPHS – Related Activity/After School Rehearsal:**(10) One page 12 font/ double spaced with the name of the activity/rehearsal and what you learned from it.
 - List event by bullet on cover page
5. **Terminology/Anatomy/History:** (10) Attachment of the quarter's assignment here.
 - List your assignment by bullet on cover page.
6. **Guest Reflections:** (10) Students must reflect on any guest teachers during the quarter
 - List guests by bullets on your cover page
 - Attach reflections on each person for the quarter in your document
7. **Studio Attendance:** (10) List the studio you are attending/teachers and classes taken (5). Attach a paragraph reflecting on connections made this quarter from studio to school & school to studio and how these connections contribute to your growth as an artist. (5) *See KF if you do not have a studio.
8. **NHSDA Sheets:** (5) To be turned in to KF on contract due date. List social/service involvement for the quarter here by bullets.
9. **Self-Evaluation:** (5) Students must evaluate themselves according to the dance rubric by filling out the appropriate form to be included **as the last contract page.**
10. **Submission of pictures/videos:** (+) **List activities you sent to Matt & Sarah for this Quarter:**

The above contract items account for **20%** of your overall grade. It is the **student's responsibility** to submit all contract items **typed** and turned into your assigned group on **Canvas**. **Note: Assignments may be turned in up to 2 days after the due date with a loss of a letter grade for each day.** No assignments will be graded after the 2-day window.

2017-2018 Dance Magnet Calendar - (Company* / BOLD = Magnet Mandatory)

1st SEMESTER:

August 14 1st Day of School / Officer Meeting

- 16 **Locks/Meet & Greet 1:30-3:00**
 17 **Nstyl fittings in class for uniform sizes / 1st Day of Company***
 18 Matt – How to edit music/film 2:30-3:30
 21 Chipotle fundraiser 5 – 9 PM
 23 **Headshots during levels / Senior meeting 1:30-2:30**
 25 Matt – How to edit music/film 2:30-3:30
 28 Officer Meeting
 31 **1st VPA Recital/Booster #1 -All Parents & Dancers 7 PM, PAC/Company at end**
- September**
 1 Matt – Hip Hop 2:30-3:30
 3 Follensbee’s Birthday!
 4 Labor Day- No School
 5 Ms Les 1st day – Lev 3 & 4
 8 Matt – Hip Hop 2:30-3:30
 11 NHSDA / Officer Meeting
 18-24 **Lehrer Dance Residency; Master Classes W & F, 6 – 8 PM; F marley lay 4 PM***
 23 **Lehrer Performance @7:30/FDM 8-5pm**
 24 FDM 9-1 PM
 25-26 **Guest – Diane Gudot / Mon, Officer Meeting**
 27 **VPA Recital @ 1:30**
- October**
 2 **Contract #1 Due**
 4 All County Auditions-Company*
 6 Guest - Dr. Suzanne Salapa – Lev 3 & 4
 9-13 **Student Teach Week / Officer Meeting on Mon/end Q1 Fri 9/13**
 16 Teacher Workday/Company 9-1*
 17-20 **Start Q2 / Homecoming Week**
 18 All County Rehearsal @ DPHS 2:30-6*/Company 1:30-2:30*
 23 NHSDA/Officer Meeting
 25 **VPA Recital 1:30- 1st time to wear polo shirts**
 27 No School/Company 9-1*
- November**
 1 Company 1:30-2:30*/All County Rehearsal @ DPHS 2:30-4*
 2 **Booster #2 Parents & Dancers; 7 PM Company/ 7:30 all others, South Caf **
 3 **Pumpkin Party 2:30-4**
 6 NHSDA/Officer Meeting
 9 Marley Lay 3:30 til done*
 10 Expose’ Tech Rehearsal TBA*
 11 **Expose’-all day/performance 6 PM – all Magnet works!**
 14 Audition Toy Soldiers 2:30-3:30
 15 **VPA Recital @ 1:30**
 16 Toy Soldier Rehearsal 2:30-3:30
 16-17 **Photo shoot during class – by levels and headshots/poses**
 20-24 Thanksgiving Break
 23-26 FDM
 27 Toy Soldier Rehearsal 2:30-3:30
 28 Lay Marley* 3:30-done!
 29 **WW Block/Tech till 8pm**
 30 **WW Block/Tech/Dress till 8pm/ Photo Shoot**
- December**
 1 **WW In-schools, 6 AM Call / Company Pointe Orlando Gig*, 4 PM call /6 perf.**
 2 **WW Performance 7:00pm, 1 PM Call for Company, 4:45 PM all others**
 4 **Contract #2 Due**
 15 **Nutrition Lab**
 18-21 **Student Teach/end Q2 Thurs 12/21**
 25- 1/5 **Winter Break!**

2nd SEMESTER:

- January**
 8-11 **Holly Johnston Residency/ Begin Q3**
 11 **Marley Lay 3:30***
 12-13 **Celebration of Dance – all magnet help**
 15 No School
 16 VPA Open House for New Magnet; 7 PM PAC

	17	VPA Recital 1:30
	18-21	LINES Workshop & Audition
	24-25	<u>3-in Motion Tech/Dress*</u>
February	26	3 in Motion Performance 4 PM call / 8 PM performance*
	5	NHSDA/Officer Meeting
	8	Booster Meeting #3, South Café, 7 PM Company/ 7:30 PM all others
	10-11	<u>FDPA; St Pete*</u>
	14	Mock Auditions / Senior Projects- during class
	17	Dance Magnet Audition 7 AM – 3 PM- all magnet!
	19	No school
	21-22	Data testing
	26	Contract #3 Due / Officer meeting
March	28-3/4	<u>Nationals; Pittsburgh*</u>
	9	Dance Field Day 2:30-4
	12	NHSDA/Officer Meeting
	14	VPA Recital @ 1:30 PM
	15	End Q3
	16	Teacher Workday
	19-23	Spring Break
	26	Begin Q4
	27	<u>Lay Marley* 3:30 - done</u>
	28	Elements- Block/Tech till 8 PM
29	Elements- Dress till 8 PM/ photo shoot	
30	Elements- In-schools, 6 AM call	
April	31	Elements Performance 7PM, DPHS PAC- 4:45 PM Call time
	2-4	CFE- Etudes Filming in class
	5	Booster Meeting #4, 7 PM, South Café
	9	NHSDA/Officer Meeting/Sm Grp Music and MTV videos on flashdrives to KF!!!
	12	Small Group & MTV video Auditions – all magnet
	23-24	Data Testing/ Mon-Officer Meeting
	24	<u>Lay Marley for Showcase* 3:30 - done</u>
	25	Showcase Block/Tech till 8 PM
	26	Showcase Dress/Photo shoot till 8 PM
	27	Showcase @ 7 PM, soft run after school
May	30	Contract #4 Due for all
	11	MTV Videos due
	14	Senior Rehearsal 2:30-4:30
	15	Senior VPA Recital 7 PM
	18	Dance Banquet- 6 PM, <u>North Café</u>- MANDATORY FUN ALL 😊 !!!
	28	No school
	30	Last Day of School
	31	New Officer Meeting 10 AM -2 PM / Encore 3 – 7 PM



Class & Company Leveling Information

As students take their journey through the Dr. Phillips Dance Magnet, it is important for Dancers and Parents to understand that Dance is a Performing Art, and therefore must be practiced physically.

At Dr. Phillips High School, we have created a beautiful Dance Arts Educational experience that will enhance skills for 21st century learners. However, if dancers plan to advance through the levels during their career at DPHS, they need to make sure they have a home studio with certified adult dance instructors beyond the school day. This will enable students to practice skills from school to studio, and from studio to school. All returning students are required to participate in the New Magnet Audition each February to be assessed with incoming students for the following year's placement (no additional paperwork is needed to the ELC).

This year's date is Sat, Feb 17, 2018.

Level 2 - Beginning to Advanced Beginning students. Little understanding of terminology. May/may not have previous pointe experience. Sequencing skills very basic, may need to have phrases repeated 3 or more times. Alignment Issues typical such as neutral pelvis, sickling of ankles. Instant corrections with feedback need many attempts. Qualitative nuances not used often. Etude skills are average-good.

Level 3 - Intermediate students. Good understanding of terminology. Some pointe experience. Sequencing of skills is clearly understood, but may make some mistakes with ability to self-correct fairly quickly. Alignment usually good. Instant corrections with feedback pretty good. Starting to see use of qualitative nuances. Etude skills are good-excellent.

Level 4 - Advanced students. Clear understanding of terminology. Good pointe experience/partnering skills. Sequencing of material is very fast & accurate. Alignment issues are minimal. Take and apply instant feedback. Application of authentic movement and qualitative nuances with a variety of teachers/genres. Etude skills are excellent-superior. Commitment to Company.

Company - By Invitation Only from the Director: Advanced demonstration of professionalism, movement proficiency & acquisition, performance skills along with high academics and a healthy body.

This is an 8th period commitment for a grade. Etude skills are superior.

All Dancers and Parents will take part in authentic assessment by meeting with the Director in mid-May for Level Placement for the following school year. Class Levels are taken only from the Feb Audition based on class skill alone and are non-negotiable.

*Note your understanding of the importance of additional dance training on the syllabus/contract signature page

Dr. Phillips High School Dance Student Policy

DRESS CODE for daily participation (incorrect attire will result in loss of points)

- Girls- Ballet- Black Leotard, Pink Convertible Tights & Pink Shoes
Modern- Black Leotard, Black Convertible Tights & **bare feet**
Jazz- Any One-Piece Colored Leotard & Black Jazz Pants / Shoes
Hair- Ballet & Modern- **Bun* with hairnet**; **No Bangs** - *Note that class buns differ from Performance buns - no weaves for performance.
Jazz - pony tail with **No Bangs**
- Boys- **Dance Belt for all subjects!** All shirts MUST be tucked in for class!!
Ballet- Plain white fitted T-Shirt, Black Fitted Capri Pants, Black Ballet Shoes/Socks
Modern- Black fitted T-shirt, Black Pants and **bare feet**
Jazz- Plain fitted T-shirt, black jazz pants & Black Jazz Shoes/Socks

**Warm-ups should be fitted and removed AFTER the first exercise. NO SKIRTS/LEG WARMERS!

No jewelry during class time! *No foot undies for class or performances!!!

VPA Recital Dress Code: Evenings: Church attire /Wednesdays-1st -7th & performance: Slacks/skirts (no jean material of any kind), blue VPA polo, closed toe shoes (NO tennis shoes, NO flip flops!)

PARTICIPATION/ATTENDANCE

1. Daily physical participation is a MUST. **Students are expected to show growth in their dance technique and quality of movement.** *Long term illness/injury must see KF for special makeup project.
2. All absences result in loss of daily grade. An excused absence may be made up by an out of class dance/movement 30 min. activity and a 1- page written paper to be given to KF upon return. **For make-up grade, papers will be evaluated on content/quality for up to 75% of daily grade.**
3. Missed rehearsals without 48 hours prior communication can cause dismissal from a piece.
4. The Director WILL make any cast or choreography changes as needed for the good of the program.

CLASS OBSERVATION PAPERS

Class Observation Papers are written when student is tardy or cannot participate. **Class Observation Papers do not make up for missed physical participation.** (If excused, student may make up the class as an absence). Students are expected to observe and write all class exercises, instruction and observations made during entire class. Students are expected to turn papers in to the instructors at the end of class. Papers are evaluated for content and quality.

Dressing Areas

1. DPHS Studio: Street shoes removed in the alcove before entering the studio.
2. **Tardy:** if miss plie' or warm-up exercise, ask permission to enter class. Otherwise-Observation Paper.
3. Students have 5 minutes after last bell to change- then be in squad order for roll/pre-stretch.
4. No eating in the studio or dressing areas.
5. **No glass containers, perfume or lotion.**
6. The dressing area is not a place to hang out during lunch/after school.

STUDENT EXPECTATIONS

1. 'Submarine Silent' as you enter the studio.
2. Always begin pre-stretching and warming up.
3. Always focus QUIETLY on class activity with technical growth and quality.

STUDIO RULES

1. Do not touch anything or anybody -No horseplay.
2. Once out of the dressing area – no going back in until dismissal.
3. No food, drink or GUM (only water with sealed top allowed).
4. **NO perfumes, lotions, oil based products, or toe nail polish.**



Dr. Phillips High School Dance Program

Dancewear Requirements

All dance classes are expected to have the following items by the 2nd week of school. **Please start with items at the top of the list if you need to get one item at a time!!**

*All items are available at N'style Performance Wear. You'll receive a 20% Discount on class attire items during the month of August.

Store Location: 4241 LB McLeod Rd, Ste A Phone #: 407-418-1275

Normal Hours: Monday-Thursday 10 to 7 Friday & Saturday 10-5

Girls Dance Class Attire:

1. Black "So Danca" tank leotard with pinch front
- 1- Pink Convertible Tights
1. Pink Split-sole Ballet shoes (leather or canvas)
1. Black Convertible Tights
- 1- Black Split-sole Jazz shoes (lace up or slip on)
- 1 - Black pedinis - Company
- 1- Black Jazz Pants
- 1- Skin toned Body-tight (convertible)-MANDATORY for PERFORMANCES
- 1- Skin toned camisole leotard-MANDATORY for PERFORMANCES
- 1- VPA Level 4 – Pointe Shoes (VPA Level 3 & 2 to be announced)
- 1- Black "So Danca" Cami leotard with pinch front as 2nd leotard

Girls may wear any other solid black leotard for class except for days when the class attire leotard is required.

Boys Dance Class Attire:

1. Black or Nude Dance Support Belt-MANDATORY for PERFORMANCES & Class
- 1- Black Capri Tights for Ballet & Modern
1. Black Split-sole Ballet shoes (leather or canvas)
1. White & Black short sleeve fitted cotton/lycra Men's Dance Shirt
1. Black Dance/Jazz Pants
1. Black Split-sole Jazz shoes (lace up or slip on)

Company: Additional items:

Women's Royal Blue Leotard
Men's Royal Blue Top
Black biker shorts- men & women

Please bring in this form as proof of participation in the DPHS Dance Program to receive your 20% discount valid during August.



Attire and Uniform Dress Code Expectations

Tech & Block Rehearsals in the theatre:

- Dancers will be in black/black for dance rehearsals (leo fully on body, tights to ankles, no sports bras showing, no extra shirts/shorts, all dance shoes, hair neatly up and secured, no jewelry, etc)
- If cold – have tight, form fitting, solid black sweater
- Have tennis shoes for the shop and marley lays

Audition Attire:

- Black leo
- Hair **MUST** be in a perfect bun, no bangs or wispies, with a hair net
- Blue smurfs/DP Dance bag

Uniform Attire for Performances/Travel:

- Blue smurfs (top and bottom)
- White or blue DP Dance shirt
- White closed toe/heel tennis shoe
- White or royal hair accent if desired
- Uniform earrings **ONLY** (no additional necklaces/bracelets, etc)
- Hair – pony tail, or half/half from the ear
- **NO NAIL POLISH** on nails or toes!!!!!!
- DP dance bag **ONLY**
- Jean shorts (DP code) can be worn instead of blue smurf pants **ONLY** with prior permission from the Dance Director in very warm weather

**Note your understanding of how to wear your uniform on the syllabus/contract signature page

DANCE ETIQUETTE:

Dance etiquette is universal for a well – run classroom and personal safety of the student. Your dance grade is dependent upon observing the following guidelines:

1. Correct attire, hair, no gum or jewelry.
2. If you lose a dancewear item, you must replace it.
3. Always talk to the instructor about any physical concerns.
4. Take corrections with a positive attitude (no rolling of the eyes, etc.).
5. No sitting / leaning on barres / walls / mirrors.
6. Stay in your own personal space.
7. Remove warm-ups after the 1st exercise without a reminder.
8. Focus needs to remain on the current class assignment – no outside choreography should be done.
9. It is your responsibility to learn missed technique or choreography prior to the next class.
10. Use professionalism between teachers/other adults/peers.
11. Applaud at the end of each class.
12. Thank your teacher and musicians if applicable.
13. No yelling or screaming in the classroom or dressing areas or WHEREVER we meet.
14. BE ON TIME (15 minutes ahead of call time).
15. NO extra people in the studio or performance areas during ANY class rehearsals, or performances.
16. NO CELL PHONES ON (please note the OCPS rule).
17. Always pay your teachers extra cash on Fridays (just checking to see if you are reading)! 😊
18. NO TALKING! Do not share ideas UNLESS ASKED.
19. Understudy all roles whether they are assigned to you or not.
20. DANCE WITH PASSION AND JOY!!!! 😊 😊 😊

Dance Code of Ethics

Part of the great tradition of Dance Performance is a code of ethics which belongs to every worker involved in creating dance productions. This code, while tacit, has been observed throughout the centuries and will continue long after us. It is neither superstition, nor dogma, nor a statute enforced by law. It is an **attitude** toward craftsmanship, a respect for associates and a dedication toward the audience. This code outlines a self-discipline, which, far from robbing one of individuality, increases personal esteem and dignity through cooperation and common purpose. The result is perfection which encompasses all that is meant by total commitment for a great Dance Performance.

The Show Must Go On! I will never miss a performance.

I will dance every performance to the best of my ability, regardless of how small my role or large my personal problems.

I will respect my audience regardless of size, station or venue.

I will never miss an entrance or cause a curtain to be late by failure to be ready.

I will not allow the comments of friends, relatives, or critics to change any phrases of my work without proper authorization. Nor will I alter steps, blocking, lights, props, sets, costumes, or any phrase of the production without consultation with and permission from the director.

I will be patient; hence, I shall forego the gratification of ego for the demands of the show.

I will respect the piece and the choreographer, remembering that "A work of art is not a work of art until it is finished."

I will remember that my aim is to create Illusion; therefore, I will not destroy that Illusion by appearing in costume and make-up off stage or outside the theatre.

I will forego all social activities that interfere with rehearsals, and will always be on time.

I will never engage in caustic criticism of another artist's work from jealousy or an urge to increase my own prestige.

I will inspire the public to respect me and my craft through graciousness in accepting both praise and constructive criticism.

I will direct my efforts in such a manner that when I leave the theatre or studio it will stand as greater institution for my having labored there.

I will look upon the production as a collective effort demanding my utmost cooperation.

I will use the stage prop and costumes with care, knowing that they are tools of my craft and a vital part of the production.

I will observe backstage courtesy and will comport myself in strict compliance with the rules of the theatre in which I work.

Dance Magnet Survival Guide

Preparation Pointers

- Leave your ego behind. This isn't "your studio", so please don't assume you'll be the best dancer in every class.
- Prepare yourself for the task of adjusting to different styles and ways of teaching. Approach each class as if it were a workshop with a master teacher.
- Constructive criticism helps dancers discover both their strengths and weaknesses. Ask your favorite teacher to be candid about yours. Then, ask her for advice on how to give feedback tactfully to others.
- Peer pressure can be strong in high school. Make a pact with yourself that you'll listen to your instincts when making decisions.

Major Etiquette

- Never ditch a dance program function, rehearsal or performance to participate in activities with your home studio (unless approved in advance).
- Hard work equals success. If you give 100 percent every day to improving your, your teachers will put 100 percent into helping you develop as a dancer.
- Always respect your teachers' advice, especially when it concerns choreography projects, your movement progress or future.
- Network, network, network! Mingle with guest artists who visit your school; research and contact companies, magazines and dance organizations; and get involved in the local dance community. Make connections and keep them. Build your resume with officer or NHSDA leadership projects.
- Step out of your comfort zone in order to explore new types of movement. Take technique classes in styles you've never tried before-expanding your movement vocabulary is essential to expanding your opportunities.

- Never turn down an opportunity to choreograph. Cultivate these skills, when you have mentors and free rehearsal and performance space.

Stay Grounded

- Balancing dance and academics can be tricky. At first sign of work and overload, ask your teachers for advice and always enlist their help when planning a schedule.
- Make healthy choices, eat right, exercise and get enough sleep. Bottom line: Don't deprive yourself.
- If possible, try as many academic courses as you can fit into your schedule. Graduating with more knowledge will help you combine passions-for instance, pursuing dance journalism or movement therapy.
- Form friendships inside and outside the dance program to keep yourself balanced and positive. Rely on these friendships, especially when being a dance major becomes overwhelming at a performing arts high school.

How to Survive a DPHS Dance Concert Without Getting into Trouble

1. Be on time for roll call for rehearsals, dress rehearsals, and performances.
2. Enter the DPHS theatre through the glass doors backstage hallway.
3. **Always wear closed toed shoes when in the shop: ex-laying/striking the marley**
4. Be on time for Company Class. Remember- early is on time and on time is late!
(:15 prior to call)
5. Warm-up is required of all performers. Dress for class: hair, leo/tights/shoes. Begin focusing during this class. Specific injury prevention or individual preparation should take place before or after company class. All weight share and partnering should be done on stage prior to the concert!!!
6. After class keep warm. Bring extra warm-ups.
7. Stay in the dressing area until called to place. Dancers/Performers are not permitted in the house, lobby, or control booths. Never enter the house or lobby in costume or stage make-up.
8. No visitors in the dressing rooms before, during, or after performances.
9. Once costumes have been set and approved, no changes or alterations are made except for emergencies.
10. Classical buns mean slicked back, flat to head, no weaves/braids for show week.
11. No drinking or eating in costumes. Water is permitted. No FOOD in the House (seating area) EVER.
12. **YOU are responsible for all the pieces of your costume. They must be hung on one hanger at the end of the rehearsal/performance each night. If you need any repairs it is your responsibility to notify the costume mistress/master or fix it yourself.**
13. Make sure you ALWAYS have what you will need for all dress rehearsals and performances such as the correct shoes, tights, leotards, under garments, hair pieces, make-up, etc. Bring extras if necessary.
14. Stay focused and ready for your entrances.
15. Stay out of the wings and backstage area when you are not performing. Do not talk to other dancers/performers during the run of their piece.
16. ALWAYS be quiet in the backstage and dressing areas. **No cell phones**, personal CD players, ipods, etc. during dress rehearsals or performances.

17. Do not touch masking, lighting booms, or instruments. Do not block light by standing in front of shins and booms.
18. Do not talk with Stage Manager, Assistant Stage Manager, Gel Changers, or Prop Managers during light cues, sound cues, or set changes. The technical crew is performing functions assigned to them. Please give them complete cooperation.
19. Please respond to the tech crew with "Thank you, _____" (and repeat the given direction/command).
20. Costume, performance or choreographic observations, and suggestions only come from the costume designer, the choreographer, or the artistic director.
21. Maintain professional decorum during the entire performance process. Hold your places through the curtain call - do not add sound or discussion until you are in the dressing room.
22. Be respectful of others space. Clean your own space nightly.
23. All performers and crew are required for the **ENTIRE STRIKE and deal with it!**

Thank you in advance for your cooperation.

DANCE RUBRIC

The "A" student will consistently:

1. attend class regularly & on time and always come properly dressed to dance with no jewelry
2. participate fully in technical activities with enthusiasm, quality & correct etiquette
3. show excitement for projects, go beyond the required work and complete all assignments on time and with quality
4. take direction and apply correction quickly with a positive attitude
5. participate in class discussions with meaningful contributions
6. identify and perform movement sequences and skills, demonstrating qualitative nuance & continuous technical improvement
7. always maintain healthy habits for their mind/body/spirit
8. provide quality performances for an audience, teacher, and peers including proper hair/costuming requests
9. use collegial communication with instructors, other adults and peers
10. attend all mandatory events and rehearsals

The "B" student will frequently:

1. attend class and come dressed to dance
2. participate fully in technical activities
3. participates in projects doing the required work, and complete

all class assignments

4. take some direction and correction
5. participate in class discussions
6. identify and perform movement sequences and skills with some qualitative nuance and some technical improvement
7. maintain good habits for their mind/body/spirit
8. perform for an audience, teachers, and peers honoring some hair/costume requests
9. use good communication with instructors, other adults and peers
10. attend most mandatory events and rehearsals

The “C” student will:

1. attend most classes but be improperly dressed for class at times
2. attempt to participate in technical activities
3. turn projects in with minimum requirements
4. take direction and correction with some sensitivity
5. attempt to contribute to class discussions
6. identify and perform movement sequences
7. somewhat maintain healthy habits for their mind/body/spirit
8. perform with inconsistencies for an audience, teachers, and peers
9. occasionally communicate with instructors, other adults, and peers
10. occasionally attend mandatory events and rehearsals

The “D” student will:

1. demonstrate inconsistent attendance and often dress improperly for class
2. fail to complete most technical activities
3. turn in incomplete or poor-quality projects
4. take direction and correction with a defensive attitude
5. undermine class discussions with disruptions
6. have problems with movement sequences
7. be inconsistent with healthy habits for their mind/body/spirit
8. perform without confidence or concentration
9. be inconsistent in their communication with teachers, adults, and peers
10. be inconsistent in attending mandatory events and rehearsals

The “F” student will:

1. show inconsistent attendance and seldom dress for class
2. fail to complete any technical activities
3. seldom turn in projects, or complete them incorrectly
4. not take direction and correction at all
5. constantly undermine class discussions with disruptions

6. fail to perform movement sequences
7. fail to show healthy habits for mind/body/spirit
8. fails to perform
9. fail to communicate with teachers, adults, and peers
10. fail to attend mandatory events and rehearsals

WHY WORRY ABOUT BODY COMPOSITION?????

1. To be a better YOU...
Ex. A small person is not necessarily “healthy”
Care for a car to run – well, your body is an “engine”
2. A “healthier” you =
 - a. stronger dancer
 - b. less sick
 - c. less prone to injuries
3. Fitness is for a “Lifetime”
 - a. Tools to help in the good times
 - b. Tools to help in the bad times
 - c. Goal setting

- *4. Like it or not, the youth of our society has been steadily increasing in risk of overweight/obesity issues, with complications of diseases stemming from too much extra body fat. You have a choice! Make 1-2 small changes each quarter.

SO, I DO THE BODY COMPOSITION, BUT THEN WHAT????

1. Track – but not too often, give yourself feedback and set new goals
2. Test – MS, ME, CV, F : see standards
3. Find weaknesses
 - a. Set goals
 - b. Understand how to be effective in the goals you set

What are the Health Components?

- | | | |
|---------------------------|----|---------------------------------------|
| 1. Body Composition | BC | Lean muscle vs fat/bones/tissue ratio |
| 2. Muscular Strength | MS | How much can your m's lift 1/x |
| 3. Muscular Endurance | ME | How long your m's can keep working |
| 4. Cardiovascular Fitness | CV | How fit is your heart over :20 min's |
| 5. Flexibility | F | Range of motion (ROM) |

What is Body Composition?

Lean muscle vs fat, bones, tissue

What is the safe range of body fat for teen males and females?

M: 9-15%; F: 14-21%

Why are men's BC %'s lower than females?

Because women have the extra fat in order to protect the reproductive organs whether they ever have a child or not!

How can you change your body composition?

Exercise (MS, ME, CV, F), rest, proper nutrition

****MS + CV work in combination is the best way to make the quickest change**

Can a female weight train and turn into "The Rock?"

NO! This is a myth...women are not set up to build m. mass w/out steroid use

How long will it be before you notice changes in body comp?

Small changes occur 3-4 weeks, usually 6 weeks or longer

What happens as you "get in shape"?

Since muscle weighs 3 times more than fat, you may "weigh" more on a scale as you lose inches and become more "lean"

Does fat turn into muscle?

NO!!!! They are not the same tissue.

What happens to muscle if you stop using it (longer than 7 days)?

Muscles will “atrophy”. They will not “stay” in shape without continuing to exercise them.

Common Sense Nutrition

1200 cal/day –minimum (this is for a non-mover, therefore, athletes must eat MORE)!

Eat often (six times /day)/smaller portions (your palm size)

Not as many cal’s at one time (400-500 cal’s @ one time max)

What is a calorie? (Unit of measurement; 3500 cal = 1 lb)

Food pyramid

Eat lots of color

Junk food vs the real thing

What to eat before an activity

Carbo with protein, not junk food (or bl. sugar will drop and you’ll feel tired)

Fad diets

Best Drink- Water!

No sodas or diet drinks because of aspartame (turns to arsenic over 85 degrees)

Check all your gum

Eat Breakfast! 3-4 food groups

cereal, milk, fruit

toast, peanut butter, juice

Prep food ahead of time

Nutrition happens over time, not in a single day

Balance and variety!

Remember:

- Choose 2 things you can change/focus on for your health each 9 weeks
- Notice changes, successes/failures, why or why not you were successful
- It takes 21 days to develop a new habit! 😊 BE PATIENT! 😊

NUTRITION IDEAS

Proteins	Carbohydrates	Vegetables
chicken breast	baked potato	broccoli
turkey breast	sweet potato	asparagus
lean ground turkey	yam	lettuce
swordfish	squash	carrots
orange roughy	pumpkin	cauliflower
haddock	steamed brown rice	green beans
salmon	steamed wild rice	green peppers
tuna	pasta	mushrooms

crab	oatmeal	spinach
lobster	barley	tomato
shrimp	beans	peas
top round steak	corn	brussel sprouts
top sirloin steak	strawberries	artichoke
lean ground beef	melon	cabbage
buffalo	apple	celery
lean ham	orange	zucchini
egg whites or substitutes	fat-free yogurt	cucumber
low-fat cottage cheese	whole-wheat bread	onion

Choose a portion of protein and carbohydrates from each column to make a meal.

Add a serving of vegetables to at least two of your daily meals.

Remember to eat 6 meals a day, 2 1/2 to 3 hours apart. NEVER SKIP BREAKFAST!!!

Drink 8 - 10 cups of water a day

Plan your meals in advance!



2017-2018 Magnet Dance Fair Share Contributions

Money: Payments may be made up front or in installments. Checks should be made payable to DPHS and given directly to KF on Wednesdays or the 4 Booster Meetings. Cash and online School Pay options also available for some items.

1st Quarter Payment Due August 31, 2017

2nd Quarter Payment Due November 2, 2017

3rd Quarter Payment Due February 8, 2018

4th Quarter Payment Due April 5, 2018

Level 2	\$500 annually
Level 3	\$600 annually
Level 4	\$700 annually
Company	\$150 annually

***If students are not paid by these 4 due dates, they will not perform for that quarter.**

**Note your understanding of this policy on the syllabus/contract signature page

Fair Share/Misc Payment obligations will be submitted quarterly.

Fundraising Events:

- Lehrer Dance Concert, 9/23/17 – sell 2 tickets @ \$20 –or- donate \$40
- Celebration of Dance, 1/12/18 – sell 2 tickets @ \$15 –or- donate \$30
- Chipotle – ongoing throughout the year – 1st date is Mon, 8/21, 5-9 PM
- Other events as decided by Encore

Banquet Tickets will go on sale for cash/checks during the 4th quarter and will be \$25 per person. There is an online School Pay option to use at any time.

*Please note that 1 banquet ticket is now included in the dancer's Fair Share 😊

**Please note that 1 DVD for each major concert will be included in your dancer's Fair Share



(WW/Elements/Showcase)

***The above banquet ticket/DVDs will only be honored if the dancer's Fair Share is paid on time each quarter!

Fair Share is used for the operating expenses of the dance magnet program that include but are not limited to venues, lighting, sound, residency/ guest choreographers, costumes, supplies and website maintenance.

Dance Magnet Fees 2017-2018

1. LEVEL FAIRSHARE FEES (4 installments): **ASK KF ways to fundraise/earn money!!!

Level 2	\$ 500.00 annually
Level 3	\$ 600.00 annually
Level 4	\$ 700.00 annually
Company	\$150.00 annually

2. ATTIRE FEES

a. VPA Magnet Shirt - Ordered through DPHS (one time order-pay on receipt mid Oct):

Navy Polo Shirt-Dance (for VPA recitals)	\$ 12.00
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b. Uniforms (“Smurfs”) Ordered through NStyl (one time order-payment ahead of time early Sept):

Smurf Jacket w/Embroidered name	\$ 45.00
Smurf Pants	\$ 40.00
Travel Bag w/ Embroidered Name-LG	\$ 48.00
Blue or White T-Shirt	\$ 15.00

c. Required Daily Class Attire - N’Styl 20% off during the month of August and 10% off the other 11 months of the year if they are in VPA (one time order- may buy at once or one item at a time):

Girls Dance Class Attire:

Black “So Danca” tank leotard with pinch front	\$ 28.00
Pink Convertible Tights	\$ 17.00
Pink Split sole Ballet shoes (leather or canvas)	\$ 22.00 to \$ 36.00
Black Convertible Tights	\$ 17.00
Black Split sole Jazz shoes (lace up or slip on)	\$ 42.00
Black Jazz Pants	\$ 28.00 to \$ 40.00
Skin toned camisole leotard MANDATORY for PERFORMANCES	\$ 30.00 to \$ 36.00
VPA Level 4 – Pointe Shoes (2 pair) (VPA Level 3 TBA)	\$ 78.00 to \$ 112.00
Black “So Danca” Cami leotard with pinch front as 2nd leotard	\$ 26.00

Boys Dance Class Attire:

Black or Nude Dance Support Belt MANDATORY for Daily Class and Perform.	\$ 28.00 to \$ 40.00
Black Capri Tights for Ballet & Modern	\$ 24.00 to \$ 36.00
Black Split sole Ballet shoes (leather or canvas)	\$ 28.00 to \$ 40.00

White & Black short sleeve fitted cotton/lycra Men's Dance Shirt	\$ 30.00 to \$ 36.00
Black Dance/Jazz Pants	\$ 30.00 to \$ 40.00
Black Split sole Jazz shoes (lace up or slip on)	\$ 42.00

3. **NHSDA (honor society once inducted- Fall or Spring)**

Annual Fees \$ 25.00

4. **DANCE OPPORTUNITIES**

Non-mandatory opportunities for dancers to expand their dance training throughout the year.

Lehrer Master Class (Wed in Sept)	\$ 20.00	@ DPHS
Sept FDM	\$15-\$120	@ DPHS
Nov FDM	\$195	in Orlando
"LINES" Weekend January	\$ 50.00 plus hotel and food cost	@ Blake HS; Tampa



President's Welcome 2017-2018

Hello dancers, and welcome to the new year of DPHS Dance! I am thrilled that each and every one of you are committing to what the Dance Magnet has to offer, and am excited to go on this journey with you. Here, you will meet new people, develop your artistry, and learn so much about yourself and our great art form in the process.

For those of you who are returning members, we have many new opportunities for you to enhance your personal growth throughout the year. With new guest teachers, performances, and workshops, you'll be sure to find a new amazing dance related activity. Of course, we are bringing back our favorites from last year as well! To the graduating class, we are almost there, one last push. After all, "we can do anything for one more year!" 😊 This will be the best one to come, we just have to give it a positive attitude and stay in the right mindset.

This year, we have some exciting new socials that everyone should prioritize attending. Getting to know everybody in the magnet is important as you all know, and ultimately creates a stronger bond on stage. With different activities, we will be sure to have a blast this year and make it one for the books. I want to encourage everyone to stay positive and make the most out of the year. These four years go by so quickly, and I feel like just yesterday I auditioned for the magnet. The high school years are supposedly the best of your life, let's cherish them while we are in the midst of them.

Please feel free to contact me if you have any questions or concerns about anything this year, my office hours are 24/7. Remember this, “Dancers: we’ve got great buns!”

Sincerely,
Grace Haftel
(407) 413-4248
graciehaftel@gmail.com



NHSDA President’s Letter 2017-2018

Greetings Fellow Dancers,

It is my honor and privilege to welcome you to the 2017-2018 school year, and the 12th year of the National Honor Society for Dance Arts (NHSDA) Chapter #1425. As your NHSDA President, I am SUPER EXCITED to share with you my plans for our chapter this year. Whether you have or have not been inducted, you are encouraged to participate. As you all know, NHSDA is for dancers who achieve and display artistic merit, leadership, and academic achievement while studying and performing the art of dance, which will be recognized on a national level. However, we are also responsible for fostering an appreciation for dance arts and sharing this art form within our community. Honestly, this is my favorite part. I am dedicated to continuing our community service through the art of dance.

This school year, I invite you to join We Girls Club, and become a dance mentor to our younger We Girls Members. For more info, visit www.wegirlsclub.com. I’ve also arranged for us to participate in “Winter Sparks Celebration” in Baldwin Park, The Orange County Health Department, and Feed the Masses. You are not just having fun at these community service events, but also earning points for induction as well as community service for high school graduation and college applications. Last but not least, my goal is to bring us closer together as fellow dance mates. We are a family! We dance together, we play together, we serve together and we SUCCEED TOGETHER. Let’s all agree to make this a fantastic school year!

Destiny Dallas - NHSDA President

Phone: 407-739-0535 Email: destinydallas1999@icloud.com

2017-2018 NHSDA Plans:

Sep. 30, 2017 - An Evening of Dance & Entertainment to Benefit Fundraiser for United Way

Oct. 2017 - Florida Hospital in Apopka Patient Visiting.

Nov. 2017 - "Feed the Masses" Clothes and Food drive.

Dec. 2017 (DATE: TBA) - Winter Sparks Celebration live performance

Feb. 2018 (DATE: TBA) - Orange County Health Department "Black History Celebration"

March 2018 (DATE: TBA) - Ronald McDonald Clubhouse



NHSDA FAQ

Here are some frequently asked questions about National Honors Society for Dance Arts!

What is National Honors Society for Dance Arts?

NHSDA is a program of the National Dance Education Organization (NDEO), an autonomous non-profit organization dedicated to promoting standards of excellence in dance education. NDEO provides the dance artist, educator and administrator a network of resources and support, a base for advocacy, and access to programs and projects that focus on the importance of dance in the human experience. The NHSDA program furthers the NDEO mission to advance dance education centered in the arts.

How can I be eligible for Induction?

Student induction into the NHSDA is awarded on the **basis of points** earned for meritorious work in dance that meets the honor society's general guidelines and, when appropriate, on the basis of dance class grade point average (GPA). In addition, the prospective inductee's demonstration of collaborative teamwork, motivation, and participation in the many aspects of dance (e.g., choreography, performance, teaching, production) is a factor in the determination of eligibility for membership. The Chapter Sponsor of the NHSDA school chapter will be responsible for determining when each student has met the criteria for becoming an official inductee of the local chapter. These criteria may be determined by the needs of each individual situation as they relate to the NHSDA guidelines. To qualify for induction, the DPHS dancer must earn 30 points, with the majority of work coming from DPHS dance activities.

How are points calculated?

Points are added up after a point sheet has been filled out and turned in every 9 weeks. Under each category, there is a range of points you may earn. The highest number is the most you can get for that category. For Example, if the range is (0.75-1) the most points you may attain for that category is 1 point. Categories include your grade for that 9 weeks, DP Performances, Studio Classes etc.

What are the benefits of Induction?

All student inductees will receive an official certificate of induction from the State Affiliate or other host organization. Inducted students in participating high schools are eligible to wear the NHSDA honor cord and honor gold pin during graduation ceremonies. In addition, inductees may participate in special events or receive mailings generated by the sponsoring State Affiliate or other host organization. Students are encouraged to cite their NHSDA induction in scholarship applications and/or resumes for college or dance employment.



Additional Options for all Levels

The DPHS Dance Magnet wants to ensure additional learning opportunities for all dancers/all levels.

Here are some of the various events we encourage all students to take part in:

- Community Performances - Remember, all Levels are considered 'Dance in Motion' members - (8th period will do the traveling/assessments)
- VPA Recitals - all dancers may submit pieces to KF for VPA performance consideration 2-4 weeks prior to any VPA recital. Music must be edited on a flashdrive.
- Hip Hop with Casper on various Wednesdays
- Hip Hop with Matt on various Fridays - Hip Hop Crew will pull from here for various performance opportunities; changing performance to performance
- Small group choreography (2-9 dancers) - sign up for studio time throughout the school year with KF. Small group auditions for Showcase are Thurs, April 12, 2018
- Choreography by Students through FDM at DPHS on Sat, 9/23/17 - see KF for more details
- FDM auditions/conventions
- NHSDA offers additional performance/teaching opportunities through We Girls / Relay/ and more
- Lehrer master classes at DPHS in Sept, Wed 9/20 or Fri 9/22 - ask KF which one is best for you!
- Winter Wonderland 'Toy Soldier' auditions open to all levels
- COD master classes at DPHS, January 13, 2018
- LINES in Tampa, January 18-21
- MTV videos with own level for Showcase consideration or VPA recitals
- Florida Dance Masters conventions/solo competitions/educational auditions/ scholarships - see KF

Any other thoughts/ideas? Be sure to share with KF!

Remember - you get what you want to get from your arts education. There are many

non-company experiences for every dancer in every level. How much do you love dance????

Keep in mind these thoughts from outgoing seniors 2016-2017:

“The Dance Magnet grooms dancers into professionals for the industry...”

“Regionals allowed me to market myself”

“...growth happened in the small moments and often behind the scenes.”

“...so many amazing opportunities...”

“I am proud to say I was part of something great.”



Dance Officers 2017-2018

Dance Magnet President	Grace Haftel	graciehaftel@gmail.com
Vice President	Heather Peebles	hpeebles11@yahoo.com
Secretary	Abby Potocki	abby.potocki@gmail.com
Costume & Historian	Megan Murphy	megankmurphy48@gmail.com
Tech God/HH Crew	Matt Barry	mbarrywps@gmail.com
Memories	Sarah Boyd	sarah.boyd.panther@gmail.com
Spirit Enforcer & Rehearsal Director	Ellexis Hatch	ellexis2000@gmail.com
Level 2 Officer	Yara Steele	yarasteele@gmail.com

NHSDA President

Destiny Dallas destinydallas1999@icloud.com

NHSDA Vice President

Adlih Rodriquez Adlih.rodriquez@icloud.com

ENCORE ENSEMBLE – PARENT SUPPORT GROUP 2017 - 2018

The Encore Ensemble Parent Group was formed with the intent to assist and organize the execution of the Dance Magnet's yearly events, from performances to fundraising. The Encore group meets via committee, and Chairs meet once a month to work on the progress and needs of upcoming events and to discuss plans for future events. Your dancer needs active family involvement for the magnet program to succeed to its fullest potential. Any parent is welcome to come at any time and brainstorm, take on leadership, or lend support on committees to help make the students successful.

Email contact: dpdanceinmotion@gmail.com

Charms Finance

Letitia Rossi

(alumni parent)

407-259- 9559

Letitia@itbooking.com

Encore Committees:

1. Lehrer Residency: Laura Haftel (Grace-Lev 4) & Stephanie Higgins (Emmett-Lev 3)
2. Tickets: Amy Peebles (Heather-Lev 3)
3. Playbill, Programs & Company: Kieshalia Stephens (Nia-Lev 4)
4. Banquet: Laura Haftel (Grace -Level 4)
5. Marley: ? Looking for help to lay/strike for each event
6. Concessions: Grandi Liringis (Madyson-Level 4) & Kathy Meena (Olivia - Level 3)
7. Celebration of Dance: Erin Murphy (Megan-Lev 4) and Kieshalia
8. Concert Dinner Coordinator: Caroline Crosby (Matt-Lev 4)
9. Concert Chairs:
 - Winter Wonderland – Gandi, Jeanie & Jose Locquiao (Brent-Lev 4)
 - Elements - Grandi & Jennifer Potocki (Abby-Lev 3)
 - Showcase – ? Need a parent to help the Seniors/Juniors
- 10 Fundraisers: Chipotle- Jeanie; Driven to Give (Nov 4) - Stephanie

Planned Encore Meeting Dates: TBA by committees/ TBA by Chairs

Booster Meetings

For Dancers and Parents to hear specific information for each Quarter directly from KF, make payments, sign and submit forms/paperwork to help run the Dance Magnet successfully.

1. Thurs, Aug 31, 2017; 7 PM, PAC - *VPA handbook signatures/N'Styl/Company after
2. Thurs, Nov 2, 2017; 7 PM, S Café Company; 7:30 PM all others
3. Thurs, Feb 8, 2018; 7 PM, S Café Company; 7:30 PM all others
4. Thurs, Apr 5, 2018; 7 PM, S Café – all magnet/parents

Dancer & Parent Lingo Terms - Acronyms

- Adjunct - teacher for one day; periodically throughout the year
- All County - Dancers selected to an "All Star" Cast by audition to perform at Exposé'
- Banquet - mandatory fun for dancers...welcome to bring family/guests to share in their accolades at the end of the year celebration-dressy!
- Blue Smurfs - slang term for the magnet sweats or uniforms (they are royal blue)
- BFF- term DPHS uses to mean 'laptop' for Digital instruction
- **Canvas** - the online site for all magnet out of class assignments. A "Facebook" for students to communicate, research and think about dance outside of class. Papers, music, video upload possibilities. Teacher communication online site for dancers/parents to monitor & see all announcements.
- Charms - online information for dancers and parents to check Fair Share payments, calendars, projects, etc www.charmsoffice.com ; requires student school ID and dphsdance
- CFEs- Common Final Exams - Students take CFEs for every subject at the end of each course. Usually given during the 4th Quarter. 20% of the overall final grade!!!
- Company - DP's "Dance in Motion" travel company is by invitation only (for a grade) for Level 3 and 4 students to give additional training and performance opportunities beyond the regular school day. Community Company events available for all magnet students.
- COD - Celebration of Dance - Dance fundraiser usually in mid-January
- Contract - Independent study due near the end of each quarter worth 30% of the overall quarter grade.
- Critique - FSA styled papers written on the VPA recitals held each month. Missing a recital does not excuse the critique. **Creative critiques will be introduced to level 4 and some level 3 throughout the year once they show mastery of FSA styled writing.
- Dance magnet Email: dpdanceinmotion@gmail.com
- Dance magnet Website: www.dpdancemagnet.ocps.net Lots of info to share with magnet and anyone interested in magnet
- Encore Ensemble - Parent group that brainstorms ideas for the good of the entire dance magnet program. Anyone welcome at any time! Calendar found on charms or website.
- Exposé-(OCPS Exposé) - Celebration of dance in public schools throughout Orange County. Festival classes held throughout the day, performance at night, usually starting at 6:00 PM. Mandatory for ALL DP dancers to attend or tech or be involved in this event.
- Fair Share - \$500-Level 2, \$600-Level 3 & \$700-Level 4: Lab fees for the school year for costuming, cleaning, supplies, residencies, guests/adjuncts, music, facility & venue needs, upgrades & equipment.
- FDEO-Florida Dance Education Organization: state dance group that the Director belongs to with ties to a National organization promoting dance in public education. Many benefits for students including audition, scholarship, performance and honor society opportunities.
- FDM -Florida Dance Masters-another state dance organization with many educational benefits for teachers and students. Many scholarship opportunities for students in technique, solos and ensemble competitions.

- FDPA- Florida Dance Performance Assessment-a statewide assessment of dance programs. Assesses Technical proficiency, movement Acquisition and Performance. Dancers in the performance piece selected for this event are required to attend.
- Fundraisers - ideas the teacher and Encore Ensemble have planned to help everyone raise money for Fair Share or special event fees. Usually Lehrer Dance, COD and dance magnet concerts
- Google Classroom - Digital classroom for outside assignments & forms
- Guest- a guest for the day. Could be a lecture or movement class. Professionals or alumni.

-cont-

- In-School Performance - Major concerts (Winter Wonderland, Elements of Dance) will have a Friday In-School performance during 1st - 4th period for DP students; 6 AM call time
- Lehrer Dance - Professional Company from NY coming for a residency at DP in September and sharing master classes and performances beyond the school day. WONDERFUL FUNDRAISER FOR DP dancers and parents; master class opportunities
- LPLB - left part, low bun - DPHS Dancer go-to hair if not told otherwise
- Nationals/Regionals - Mandatory for the Travel Company and selected upperclassmen. Requires travel to VA, MD, PA or Miami for 4 days of auditions for college and summer intensives, festival classes with master teachers from around the world and performances
- NHSDA - National Honor Society for Dance Arts - students must earn 30 points in order to be inducted and must show leadership, performance, high grades and community service to be tapped. These dancers walk with cords at graduation, just like the National Honor Society. All students may work with the Honor Society whether inducted or not
- **Progressbook**- online way for parents and students to access grades. Students should have brought home a sheet with access codes
- Recital - VPA Recitals - mandatory once-a-month recitals to view performances from each strand of the magnet. Dancers are required to write an FSA styled paper and submit one week after each recital to Canvas.
- Rehearsals: studio vs theatre: Block, Tech, Dress
- Residency - a dance professional or company will come for a week and share their technique/style with the students and usually set a piece for the company
- Senior Project - student run, full year collaboration project culminating in a performance during the Senior Recital in May
- **Small Group - Student based work for 2-9 students choreographed, costumed, and directed by students. Choreographers may sign up for studio time or work independently**
- Solo projects - Dancers must choreograph a solo for the 3rd Q in preparation for Magnet/Senior Auditions. THIS IS A HUGE PROJECT
- Theatre-proscenium stage: any rehearsals here cannot be missed!!!!!!
- Vendini - online ticket purchasing for DP dance events. Can access through the school or dance website: www.dphs.ocps.net scroll to buy dance tickets or www.dpdancemagnet.ocps.net click on buy tickets. On line ticket purchases will be seated prior to onsite or presale tickets at all dance events
- VPA - Visual and Performing Arts

Educational Truths ~ Kathy Follensbee, MFA

A teacher's job is to be a guide, a gateway to new thoughts, ideas and experiences for learners. The teacher offers a 'taste' from the smorgasbord, but is not responsible to make one eat everything.

There is a mentality that students and parents have about the educational system that must be changed – teachers are not babysitters. They are specialized professionals who understand their curriculum and psychology of the age group they work with. No one would dare tell a doctor how to do a surgery – why then, do parents and students feel they know better than the trained teacher? The educational system was set up to ensure that all students have the opportunity to give themselves a chance at a better life. This “chance” is not a given, and without hard work of the student, does not guarantee success.

A change in how we view Education is needed.

Students and Parents need to be reminded of the following truths:

1. Learning is a privilege, a gift, and must be treated with care and dignity.
2. Learners and Teachers require a safe environment, a 'sacred space' to build trust, intimacy and the relationships needed to incorporate critical thinking, collaboration, communication and creativity.
3. The classroom is a laboratory for experimentation.
4. Most experiments fail.
5. Failing does not mean that one does not have self-worth as a human.
6. By failing, one has the opportunity to learn, grow, and make new discoveries.
7. Most businesses and successful people have failed, learned, grown and moved on.
8. Due dates should mean something. In real life, mortgages must be paid on time. Projects not done do not receive paychecks. The show starts at 7 PM.
Teachers have deadlines to turn in their grades. If your assignments are not turned in, they cannot be graded. If your assignments cannot be graded in the window of time the teacher has available, the teacher cannot meet administrative deadlines. This is why there are due dates, and not “when you want to do” something dates.

9. When you sign a contract, it is binding. You are required to meet the expectations by law. When you and your parents signed the class syllabus and contract, you entered a partnership of knowing and understanding the class expectations. It is your job to meet all class expectations, not just the ones you “want” or “like.” It is your job to organize your life and activities to meet class expectations, not the teachers.
10. Teachers are simply the guides.
11. It is not the teacher’s job to “make you learn.”
12. Nor is it the teacher’s job to “give you a grade.”
13. The grade you get is the grade you earn.

-cont-

14. If you don’t like the grade – ask yourself what you need to do to improve. Ask yourself if you truly want to make the changes needed. Be willing to honestly reflect. Honest reflection is good for your soul, and needed before you can make changes for growth.
15. Learning by definition is willing to make a change. If you are not willing to change, how can you learn?
16. Learn to accept feedback gracefully. It is intended to help you learn and is not tied to your self-worth as a human.
17. Do not ask the teacher to “change” your grade. Especially when you do not communicate in a timely or professional manner, do any assignments, or fail to turn in assignments, yet get 50% credit for doing nothing. It is absurd. World records are separated by less than one, one-hundredth of a second. Three points from the next letter grade is not “close,” nor is one tenth.
18. If you were “close” to a grade you wanted but did not earn, ask yourself if there might have been one day, one assignment you could have invested more care with. Learn from your failure; improve next time.
19. Just showing up for class is not enough. Ask yourself if you spent the time in and out of class with quality work. Reflect honestly; make a change and move on.
20. Pouting is unappealing. It looks bad on you as a young teen, and even worse as an adult. Nor does it allow for good communication or compromise.
21. Do not scream at the teacher and temper tantrum when you don’t get “your way.” This is not the way to build a relationship, nor take care of a ‘sacred space.’ Refer to #1, #2, and #17.
22. Learn to say, “I’m sorry” after you have a melt-down. Face-to-face if possible, written if not. Learning to ask for forgiveness and practicing forgiveness to others is a skill you will use for a lifetime, because people are human and will make mistakes.
23. Holding grudges and talking negatively does not build a ‘sacred space.’
24. Without this ‘sacred space,’ no learning can happen.
25. If you don’t learn, this will affect your self-worth as a human.

DANCE STUDY GUIDE:

BALLET TERMS

Adagio
A la seconde
A la quatrieme: devant, derriere
Allegro
Arabesque
Assemblé
Attitude
Balancé
Balancoire
Ballon
Ballonné
Ballotté
Barre
Battement: petit, grand
Brisé
Cabriole
Cambré
Changement
Chaines
Chassé
Cou de pied
Coupé
Couru
Contretemps
Croisé: devant, derriere
Degagé
Demi
Detourné

Developpé
Ecarté
Echappé
Effacé
Emboité
En Croix
En Cloche
En tournant
Entrechat: 2-10 deux, trios, quate, cinq, six, sept, huit, neuf, dix
Epaulé
Failli
Fondu
Fouetté
Frappé
Glissade
Grand

-cont-

Jeté: grand, tour
Pas de Basque
Pas de Bourré
Pas de Chat
Pas de Cheval
Pas Marché
Passé
Penché
Piqué: tour
Pirouette: en dehors, en dedans
Plié: demi, grand
Port de bras
Promenade: tour de, en dehors, en dedans
Relevé
Retiré
Révérence
Rond de jambe: en dehors, en dedans, a terre, en l'air, demi, grand
Royalé
Saut de basque
Sauté
Sissone
Sous sus
Soutenu
Soubresaut
Temps de cuisse
Temps levé
Temps lié
Tendu
Tombé
Tour

7 MOVEMENTS OF DANCE:

5 PARTS OF BALLET CLASS:

Barre
Port de bras

Plier
Etendre
Glisser
Relever
Elancer
Tourner
Sauter

Adagio
Allegro: petit, grand
Révérence

8 BODY POSTIONS:

Croisé devant
A la quatrieme devant
Ecarté
Effacé

A la seconde
Epaulé
A la quatrieme derriere
Croisé derriere

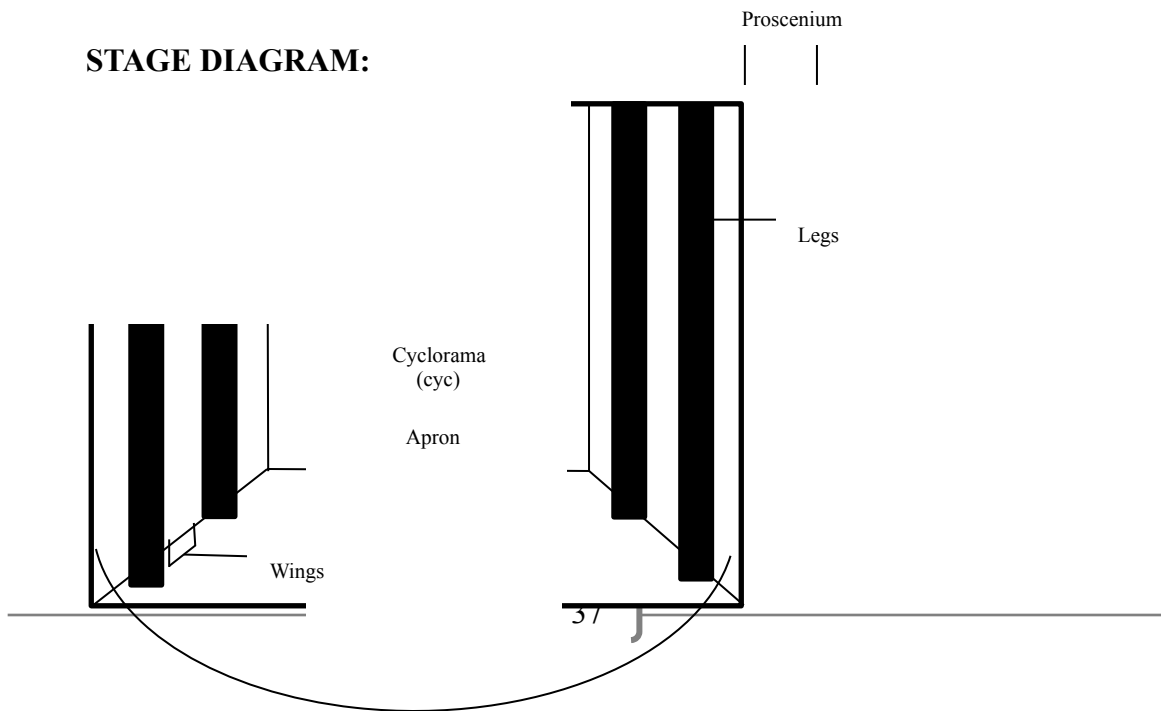
MOVEMENT DIRECTIONS:

A terre
En l'air
Devant
Derriere
Dessous
Dessus
En dehors
En dedans
En face
En avant
En arriere
Ferme
Ouverte

8 LOCOMOTOR MOVEMENTS:

Crawl
Walk
Run
Hop
Skip
Jump
Gallop
Leap

STAGE DIAGRAM:



8 POINTS OF THE ROOM:

Cecchetti (Italian) / Vaganova (Russian)

Audience

STAGE DIRECTIONS:

Audience
DL DC DR
C

C2/8

W5/1

C1/2

W6/7

W8/3

C3/6

W7/5

C4/4

DANCE STUDY GUIDE

(CONTINUED):

JAZZ TERMS

Attitude tours
Ball change
Chaine
Chasse: through 4th, through 2nd
Compass turn
Contraction
Cross touch
Double tuck
Fan kick
Flat back
Grapevine
Hinge
Hitch kick
Isolations
Jazz backbend
Jazz hands
Jazz pas de bourre
Jazz slide/drag
Jazz split
Jazz square
Jazz walk, run

Kick, ball change
Layout
Leaps: jete 4th, 2nd
Lindy
Paddle turns
Pique tour: parallel or turned out
Pirouette
Pivot
Single tuck
Stag: single, double
Step, ball change
Step Retire, (flat, releve, hop)
Step touch
Sugar walks
3 step turn

DANCE STUDY GUIDE (CONTINUED):

MODERN TERMS

Bounces
C – curve
Circle walk (head, hip, other initiation)
Collapse
Compass Turn
Contraction
Drop swing
Extension
Fall
Flat back
Flexion
Floor roll
High Arch
Hinge
Improvisation
Lateral
Levels: high, medium, low
Lunges
Parallel
Pitch
Prance
Rebound
Release
Roll up/down
Side bend
Side falls: knees, stand, releve, sauté, tuck, variations
Space circle
Spiral: ascend, descend
Suspension
Swings: torso, arms, legs
Tilt
Torso circle
Triplet
Turned out
Under curve/Over curve

Core Initiation- Movement starts from your center
Proximal Initiation-starts from the shoulder and hip joint
Mid-Limb Initiation-starts from the elbow and knee
Distal Initiation-starts from the hands, feet and head

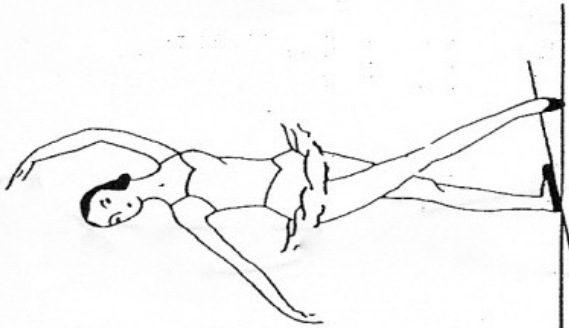
Symmetrical
Asymmetrical
Oppositional
Successional

Warm-up

1. Must activate the heart and get the heart rate up – (start sweating)
Engage Large muscles first: Quads/Hams/Gluts
Activities: jog/calisthenics/plank variations - big, full body movement
2. Activate the abdominals...work slowly and correctly
3. Activate the Adductor m's...on side
 - a. top leg bent, bottom flexed
 - b. top leg retire, bottom flexed
 - c. top leg rotates out as bottom flexed
4. Activate the Gluts
 - a. on back, knees bent to 90 degrees, bridge
 - b. add from releve
 - c. add one leg straight, (knees stay together), R / L
 - d. add one leg straight from releve, R / L
5. Activate the shoulders
 - a. tabletop, hands point toward each other, push-up with elbows toward belly
 - b. from a stand against the wall

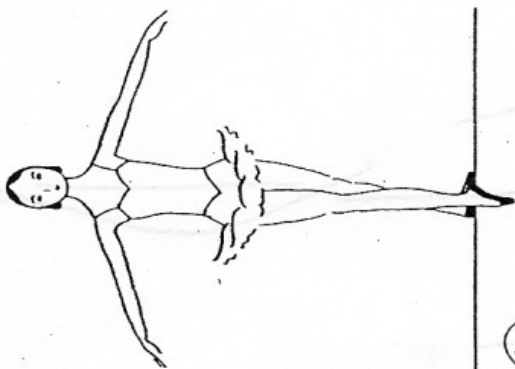
Cool-down

1. Bring heart rate back down
2. Best time to stretch out the major muscle groups
3. Long slow stretches, no bouncing...30 sec's or longer



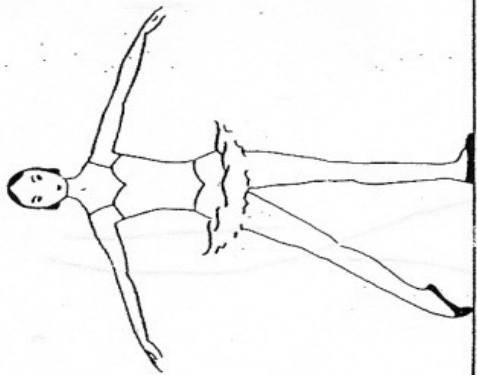
①

Croisé devant.



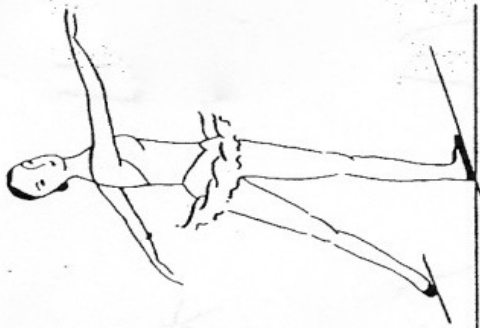
②

A la quatrième devant.



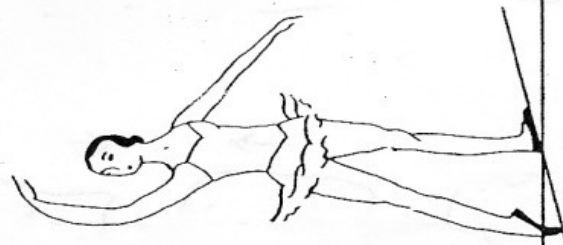
⑤

A la seconde.



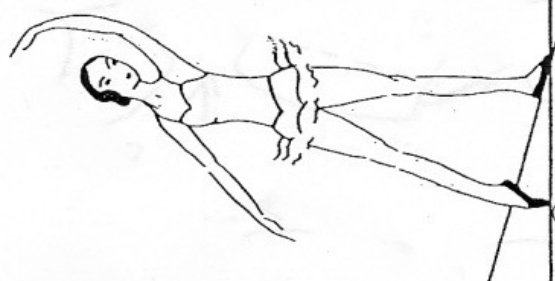
⑥

Épaulé.



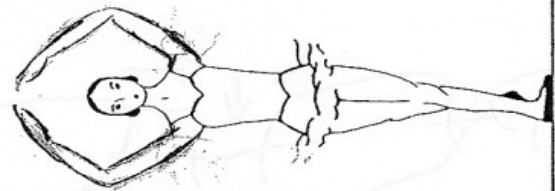
③

Écarté.



④

Effacé.



⑦

A la quatrième derrière.

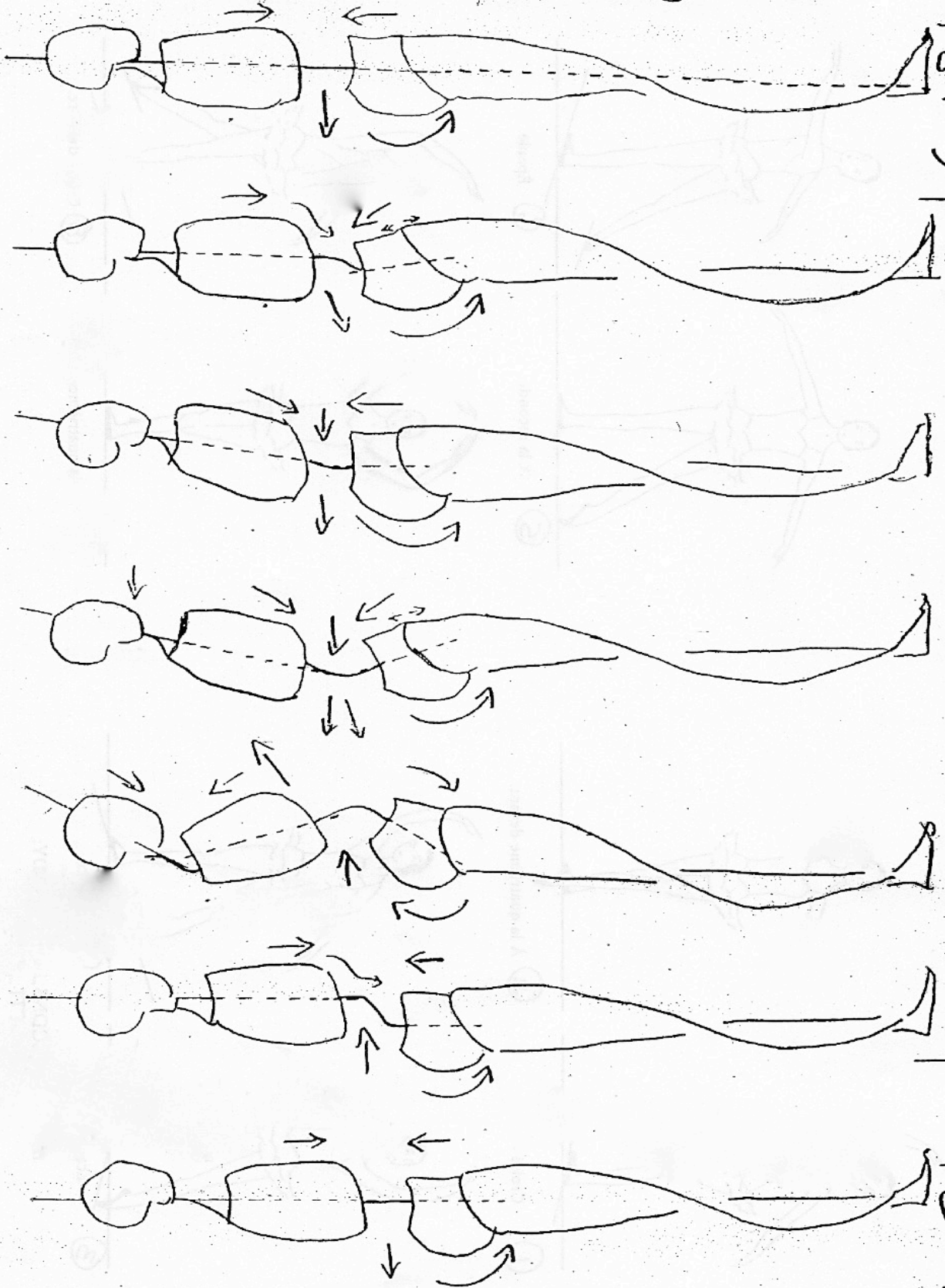


⑧

Croisé derrière.

BASIC POSITIONS OF THE BODY:
CECCHETTI METHOD
(see p. 91)

Different Postural Alignments



Good Posture
Aligned with a forward slant from ankles

DIFFERENT BAD Postures Often Found in Ballet Students

Good Posture
Aligned over heels

Dance Data Measurement Form

Name:

	Q1S	Q1E	Q2	Q3	Q4
Date	_____	_____	_____	_____	_____
Age	_____	_____	_____	_____	_____
Height	_____	_____	_____	_____	_____
Weight	_____	_____	_____	_____	_____

**Health
Components**

Body Comp (BC) %	_____ %	_____ %	_____ %	_____ %	_____ %
/ Lbs fat	_____	_____	_____	_____	_____
Musc Strength (MS)	_____	_____	_____	_____	_____
Msuc Endrnc (ME)	_____	_____	_____	_____	_____
Flexibility (F)	_____	_____	_____	_____	_____
Cardiovascular (CV)	_____	_____	_____	_____	_____

DR. PHILLIPS HIGH SCHOOL DANCE PARTICIPATION FORM

Dear Parent/Guardian,

The following information is needed by the Dance Department to permit us to be aware of the physical condition of your child in order to make necessary changes in his/her participation, if necessary.

I. GENERAL INFORMATION (PLEASE PRINT)

Name of Student _____ Home/Cell Phone: _____

Address _____ Email: _____

Parent/Guardian Name _____ Home/Cell Phone: _____

Address _____ Email: _____

Name of Alternative Person _____ Relationship _____

Address _____ Email/Cell Phone: _____

Parent's Signature (Please sign) _____

II. MEDICAL CONDITIONS, MEDICATIONS AND/OR HISTORY WHICH YOU FEEL MEDICAL PERSONNEL NEED TO BE AWARE OF? (i.e. previous surgeries, chronic conditions, etc.)

III. RESTRICTED PROGRAM (to be completed by a physician ONLY IF there are restrictions)

Name of Student _____

Type of chronic health problem(s) _____

Should not participate in the following type of activities: _____

Physician's Signature _____ Date _____

Personal Information Form

Name	Magnet Level	Grade	Home Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mailing Address	City	Zip Code	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Cell Phone	Email Address	Birthday	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Parent /Guardian's Name	Parent /Guardian's Name		
<input type="text"/>	<input type="text"/>		
Work Phone (w/ext.)	Cell Phone	Work Phone (w/ext.)	Cell Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Occupation/Employer	Occupation/Employer	Occupation/Employer	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Email Address	Email Address	Email Address	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

Student ID: _____

Orange County Public Schools

P.O. Box 271
Orlando, FL 32802

CONSENT, WAIVER AND RELEASE

For and in consideration of benefits to be derived from the furtherance of the educational programs of the School Board of Orange County, Florida, (I) (We), personally and on behalf of _____ the undersigned parent(s) or legal guardians of _____, a student entered in the Orange County School System, do hereby consent, authorize and grant permission to the School Board of Orange County, Florida, its agents, employees or duly authorized representatives to take photographs, motion pictures or video tapes of said student, and do further consent to the publication, circulation and dissemination of said photographs, motion pictures or video tapes or any duplication or facsimile thereof for any purposes it may

deem proper, including but not limited to use on the internet.

In granting such permission, (I) (We) hereby relinquish and give to the School Board of Orange County, Florida, all right, title and interest (I) (We) may have in the pictures, negatives, reproductions or copies, and further waive any and all right to approve the use of such photographs, motion pictures or video tapes and further do waive any right to compensation for the publication or other use of said photographs, motion pictures or video tapes and do release the School Board of Orange County, Florida, its agents, licensees, representatives and assigns from any and all claims of any nature whatsoever arising from their use.

Parent/Guardian Signature _____

Relationship _____

Permanent Address _____
(Number/Street)

_____ (City) _____ (State) _____ (Zip Code)

Phone _____

SYLLABUS/CONTRACT/HANDBOOKSIGNATURE FORM - MAGNET

Level 2, 3 & 4 Syllabus 80%/Contract 20%

I, _____, have read the syllabus/contract & handbook and understand the course expectations required of me. I agree to follow those policies and expectations or accept the consequences of my decisions and actions. I have also noted all mandatory dates and understand it is my responsibility to fulfill those requirements.

^I understand that I should be studying dance beyond the normal school day with another studio or certified dance adult.

***I understand that ALL creative & written work must be original. Plagiarism will result in no points for involved parties.**

****I understand that at times dance requires physical contact between the teacher and student, and also between students in order to facilitate learning and create choreography.**

^^I understand that I represent the Dr. Phillips Dance Program during all dance events and rehearsals.

Therefore, my behavior, etiquette and attire/uniform must follow the DPHS and DANCE code of conduct at ALL TIMES with all students and all adults.

^I understand my photo/video clips/portfolio work may be used for various projects/events.

^^* I understand that I must maintain a 2.5 GPA & A/B in Dance classes in order to remain in VPA Magnet. Failure to maintain GPA/dance grades or Fair Share by due dates will result in loss of performance privileges for the following quarter (I will do Tech Crew until criteria is met). *If I am dismissed from VPA, I will no longer participate in any DANCE MAGNET activity.

Student signature

date

I, _____, have read the handbook and have reviewed the course expectations with my son/daughter. I agree to reinforce the importance of following the guidelines and requirements of the course in order to encourage my student to succeed in his/her artistic studies. **I have also noted all mandatory dates with my student and have put them on my personal calendar for the entire year including the 4 mandatory Parent/Dancer Booster Club Meetings. I WILL CONTACT THE INSTRUCTOR IF THERE IS A SPECIAL PROBLEM OR CONFLICT AHEAD OF TIME AND NOT AFTER THE FACT.**

^I understand my student should be studying dance beyond the normal school day with another studio or certified dance adult.

***I understand my student's creative & written work must be original. Plagiarism will result in no points for involved parties.**

****I understand that at times dance requires physical contact between the teacher and student, and also between students in order to facilitate learning and create choreography.**

^^I understand that my son/daughter and I represent the Dr. Phillips Dance Program during all dance events and rehearsals. I also note that my AUDIENCE ETIQUETTE requires absolutely no video-taping, cell phone use or photography of any kind during any show, at any event.

^I understand my dancer's photo/video clips/portfolio work may be used for various projects/events.

^^* My student must maintain a 2.5 GPA & A/B in Dance classes in order to remain in VPA Magnet. Failure to maintain GPA/dance grades or Fair Share by due dates will result in loss of performance privileges for the following quarter (My dancer will do Tech Crew until criteria is met). *If my student is dismissed from VPA, he/she will no longer participate in any DANCE MAGNET activity.

Parent signature

date

Student's Legal Name: _____ School: _____ Grade _____

Athlete's Date of Birth: _____ Date of last tetanus shot: _____

My child is allergic to the following medications: _____

My child has the following allergies: _____

Please identify any serious injuries or illnesses your child has had: _____

Alternate family member/friend to contact in case of emergency: _____

Name: _____ Telephone Number(s): _____

Primary Care Doctor Name: _____ Telephone Number: _____

You understand that the insurance offered by Orange County Public Schools is a secondary policy and will pay only after your personal insurance pays. You Also understand that your child is only covered by OPCS sport insurance during the FHSAA specified season.

Please write "none" if you have no personal insurance on this athlete.

Primary Insurance Company: _____ Policy Number: _____

Insurance Company Address: _____

You understand if a parent, guardian or student falsifies any signature or information on the emergency medical treatment card, the student will be declared ineligible to participate in any Orange County interscholastic activity for one full calendar year from disclosure date. You further give your permission for appropriate school staff and their designees to render medical treatment or authorize medical treatment by a hospital and/or doctor and agree to hold the School Board and its employees harmless in the administration of such assistance. I hereby acknowledge and certify that I have read the emergency medical document, that I understand and agree with its terms Florida Statutes (92.525) "Under penalties of perjury, I declare that I have read the foregoing and that the facts stated in it are true." I agree to be bound by its terms and I have reviewed and explained the notice with my child.

Signature of Parent/Legal Guardian _____ Print Name of Parent/Legal Guardian _____ Date _____

Telephone (H) _____ Telephone (W) _____ Other _____

Street Address: _____

City: _____ State: _____ Zip: _____

INSURANCE OPTION if no medical insurance

_____ **I have purchased the school accident insurance**

***Provide proof**

Dancer Name _____

Parent Name _____

Parent Signature _____

Date _____